DOCUMENT RESUME

ED 428 437 EA 029 695

AUTHOR McCabe, Donna Hagen; Jamison, Margaret Godwin; Dobberteen, Kathie Ward

TITLE Women Superintendents: Do Numbers Make a Difference?

PUB DATE 1998-11-00

NOTE 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Comparative Analysis; Educational Administration; Elementary Secondary Education; *Employment Opportunities; *Equal Opportunities (Jobs); *Role Perception; School Administration; *Superintendents; *Women Administrators

IDENTIFIERS *California; Career Paths

ABSTRACT

This paper explores perceptual differences found in a study of California superintendents and U.S. superintendents. Data were collected from 273 U.S. and 103 California superintendents using "The Survey of Influences on Female Superintendents' Careers." The instrument collected demographic data, career-path data, ratings of strengths and weaknesses in training, ratings of satisfaction and efficacy, perceptions of constraints on superintendents' careers, and written statements about how superintendents overcame these constraints. This report focuses on the demographic data and perceptions of constraints on superintendent's careers. Descriptive statistics were used to analyze demographic data and ratings by U.S. and California participants of the perception of constraints on their careers. Results revealed similarities in the demographic data and the rankings of constraints, such as the existence of constraints, the nature or the strength of those constraints, and the importance of the concepts on which the statements of constraints were based. However, significant differences were found in 11 of 35 constraints. Based on the findings; it was concluded that California superintendents may be becoming a large enough group to influence change on constraints concerning the role of superintendent, gender expectations of women in that role, and expectations of women executives in organizations. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 428 437

Running head: WOMEN SUPERINTENDENTS

Women Superintendents: Do Numbers Make a Difference?

Donna Hagen McCabe and Margaret Godwin Jamison

University of Louisville

Louisville, KY

Kathie Ward Dobberteen

La Mesa Dale Elementary School

La Mesa, CA 91941

Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA, November, 1998. Critique and questions may be sent to: Dr. Donna Hagen McCabe, Assistant Professor, 327 School of Education, University of Louisville, Louisville, Kentucky 40292; Telephone: 502-852-0618; Fax: 502-852-0616; e-mail: dhmcca01@ulkyvm.louisville.edu. or to Dr. Margaret Godwin Jamison, Assistant Professor, 331 School of Education, University of Louisville, Louisville, Kentucky 40292; Telephone 502-852-4014; Fax 502-852-0057; E-mail: margaret.jamison@louisville.edu. or to Dr. Kathie Ward Dobberteen, Principal, La Mesa Dale Elementary School, La Mesa, CA 91941; Telephone 619-668-5740; E-mail: KathieDee@aol.com

EA029695

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
D. McCabe
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Abstract

This study attempted to ascertain whether there were significant differences in perceptions of 35 statements of career constraints between a study of California superintendents (Dobberteen, 1996) and U. S. superintendents (McCabe, 1996) using the same survey instrument, The Survey of Influences on Female Superintendents' Careers (SIFSC).

Data were collected from 273 U. S. and 103 California superintendents. The SIFSC collected demographic data in Section I, career path data in Section II, ratings of strengths and weaknesses in training in Section III, ratings of satisfaction and efficacy in Section IV, perceptions of constraints on superintendents' careers in Section V, and written statements about how superintendents overcame these constraints in Section VI. This paper is concerned with Section I and Section V of the SIFSC.

Descriptive statistics were used to analyze demographic data and ratings by U. S. and California participants of the perception of constraints on their careers. Two independent sample t tests were calculated for each of the statements of constraint to determine if there were significant differences between U.S. and California women superintendents. Probability values (p - values) were calculated for testing the hypothesis that differences in mean constraints for the U.S. and California superintendents were not the same.

Although there were similarities in the demographic data and the rankings of constraints, significant differences were found in 11 of 35 constraints. Based on these findings, it was concluded that California superintendents, 18% of the total in that state, may be becoming a large enough group to impact change on constraints concerning the role of superintendent, gender expectations of women in that role, and expectations of women executives in organizations.

Women Superintendents: Do Numbers Make a Difference?

Women are preparing for and becoming school district superintendents in ever increasing numbers. Women do most of the teaching in our schools. They comprise 83.5% of elementary teachers and 50% of high school teachers (Shakeshaft, 1989). Women are in the majority in graduate school classes, and they earned 54.9% of Educational Administration doctoral degrees in 1986-1987 (Snyder, 1989). Yet, only 1.2% of district superintendents in 1983 were women. Shakeshaft (1989) reported that the number had increased to 4% by 1989. In 1992, 7% of school districts in the United States (Glass, 1992) had women superintendents. While more women are preparing for the superintendency, it is a role mostly associated with male educators.

Kanter (1977) looked at factors within organizations that served as constraints to women and minority executives. A recent study (Morris, 1998) concerning MBA graduates from Harvard in 1973 and 1983 indicated that constraints faced by women executives who graduated in 1973 were different from those faced by women who graduated in 1983. Constraints changed over time and as greater numbers of women entered executive ranks in corporations. Constraints encountered by women superintendents may also change as greater numbers of women become superintendents within a state or as women have increased opportunities over time to exhibit their abilities in the job.

Gender has proved to be a legitimate variable when conducting research. Expectations of gender roles by society, by families, and by self have had varied influences on women's career aspirations (Bilken, 1986; Powell, 1988; Fuchs, 1988;

Gilligan, 1989; Tannen, 1990; Helegesen, 1990; Whitaker & Lane, 1990; Epstein, 1991; Whitaker & Lane, 1990). Constraints identified by women superintendents, the change in those constraints over time, and the differences, if any, in those constraints as more women enter the superintendency, may assist aspiring women administrators as they prepare for that role.

There is a need now for research to determine whether factors identified as constraints in earlier studies of women administrators (McCabe, 1992; Carpenter, 1994 & Burns, 1995) exist for the increasing numbers of women preparing for and seeking to be superintendents of the nation's schools. Research may also offer us insight about the kind of knowledge base and skill acquisition universities should offer to increasing numbers of women graduate students in education administration.

Women superintendents and women aspiring to the superintendency have shared information about themselves in studies conducted by many researchers (Shakeschaft, 1989; Ortiz, 1982; Grogan, 1994; & Carter & Cunningham, 1997). Some observers may believe that because women have increased access to the position of superintendent, there is less value in studying the experiences of these women. There is, however, much that can be learned from women superintendents. Determining the qualities of leadership, the similarities and differences of women's experiences, and the strategies these women have used to overcome any constraints encountered in their career paths can assist the many women who are looking for direction in their administrative careers.

The purpose of this study was to determine if there were any significant differences in constraints identified by participants in a national survey of superintendents and a survey of California superintendents, both groups using the same survey instrument. The research is of interest because 18% of superintendents in California are women compared to only 7% of superintendents in the U. S. Both studies (Dobberteen, 1996) in California and (McCabe, 1996) in the United States, offer an opportunity to explore whether constraints are perceived differently as greater numbers of women become superintendents within a state.

Method

Participants

Two populations of women superintendents were used in this study. Using the Directory of Public School Systems in the United States (1996), 735 U. S. women superintendents were identified. Telephone calls were made to districts where names were not easily discerned as male or female. An introductory letter and a survey instrument, Surveys of Influences on Female Superintendents' Careers (SIFSC), were sent to all 735 women. Using the California Public School Directory, 1995, Dobberteen (1996) used similar procedures, sending surveys to 192 identified women superintendents.

The SIFSC collected demographic data in Section I, career path data in Section II, ratings of strengths and weaknesses in training in Section III, ratings of satisfaction and efficacy in Section IV, perceptions of constraints on superintendents' careers in Section V, and written statements about how superintendents overcame these constraints in Section VI. This paper is based on quantitative data collected by

Dobberteen (1996) and McCabe (1996) on demographics, Section I of the SIFSC, and perceptions of constraints on superintendents' careers, Section V of the SIFSC.

Development of the Instrument

Conceptual Basis. The "Survey of Influences on Female Superintendents' Careers" (SIFSC) (McCabe, 1991) was used in both the U. S. and California study. The SIFSC was based on seven concepts derived from a literature review of three general areas: the role of the school superintendent, gender roles of women, and women executives in organizations (see Figure 1). These seven concepts were:

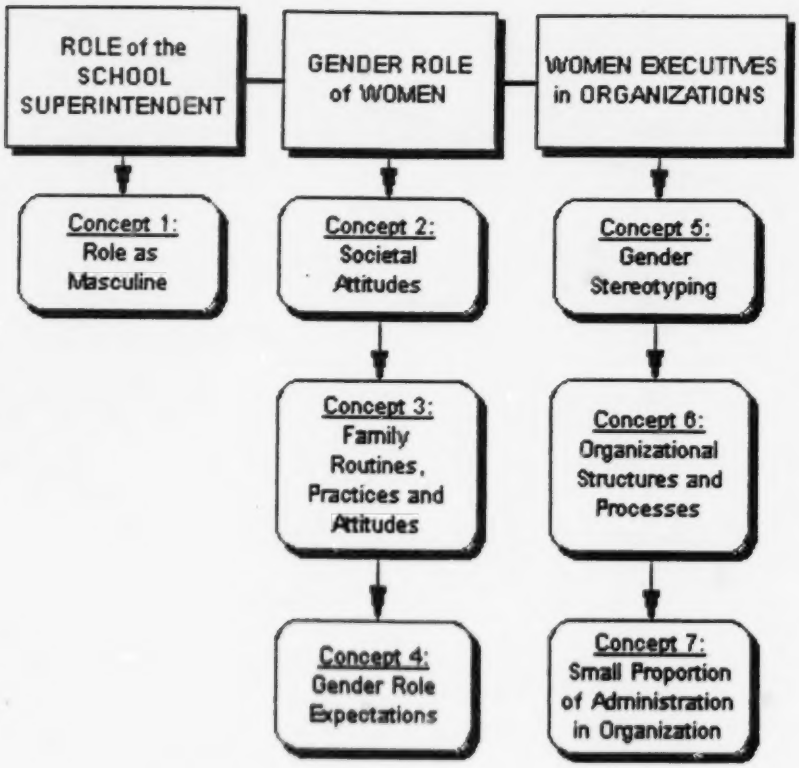
Concept 1 The role of the superintendent of schools has been historically, and is today, still perceived to be a masculine position (Ortiz, 1982; Cunnngham & Hentges, 1983; Blumberg, 1985; Shakeshaft, 1986; Glass, 1992).

Concept 2 Societal attitudes regarding gender roles may serve to facilitate or constrain career expectations of women (Ortiz, 1982; Whitaker & Lane, 1990; Epstein, 1991).

Concept 3 Family routines, practices, and attitudes regarding gender roles may serve to facilitate or constrain career expectation of women (Fuchs, 1988; Powell, 1988; Bilken, 1986; Whitaker & Lane, 1990).

Concept 4 Gender role expectations can lead to self-imposed behaviors that serve to deter career advancement (Gilligan, 1989; Tannen, 1990; Helgesen, 1990).

Figure 1. Conceptual basis of survey of influences on female superintendents careers.


ROLE of the SCHOOL SUPERINTENDENT
GENDER ROLE of WOMEN
WOMEN EXECUTIVES in ORGANIZATIONS
Concept 1: Role as Masculine
Concept 2: Societal Attitudes
Concept 3: Family Routines, Practices and Attitudes
Concept 4: Gender Role Expectations
Concept 5: Gender Stereotyping
Concept 6: Organizational Structures and Processes
Concept 7: Small Proportion of Administration in Organization

Concept 5 Stereotypical gender related attitudes and behaviors are expected of women in organizations (Kanter, 1977; Schwartz, 1989; St. Claire, 1989).

Concept 6 Organizational structures and processes serve to facilitate or constrain career progress (Ortiz, 1982; Shakeshaft, 1989; Powell, 1988).

Concept 7 When women executives comprise a small proportion of the administrative body of an organization, stereotypical gender related assumptions may be made regarding their organizational behavior (Kanter, 1977; Powell, 1988; Ortiz,1982)

Content Validation and Pilot Study of the SIFSC. For each of the seven concepts, ten statements of constraint were written. A Q-sort procedure was used by women professors of educational administration and women administrators to identify five of the ten statements most related to each of these concepts. Thirty-five statements concerning constraints on women superintendents' careers, five for each concept, were developed and refined after using this procedure. Those 35 statements were included in Part V of the SIFSC (See Appendix A).

Pilot Study. The survey was piloted by five women administrators. The SIFSC has been used in national and state studies of superintendents (McCabe, 1992; Carpenter, 1994; Burns, 1995) as well as in this comparative study .

Design and Procedure

Introductory letters and 735 SIFSC surveys were sent to women in 45 states identified as being superintendents of school districts. A reminder postcard was sent

three weeks after the initial mailing. Similarly, in California, 192 SIFSC surveys and introductory letters were sent to California superintendents and reminder cards were mailed after the initial mailing.

Demographic data concerning age, marital status, and degrees held by participants, as well as school district information was collected in Section I of the SIFSC. The participants also rated their perceptions of possible constraints on their careers in Section V of the SIFSC. A five point Likert-type scale was used by respondents to evaluate the statements of perceived constraints with end points of the scale being 1 = not at all significant and = extremely significant.

Descriptive statistics were used to analyze the demographic data and the ratings by participants (U. S. and California) of the perception of 35 (five from each concept) constraints on their careers. Two independent sample *t* tests were calculated for each of the statements of constraint supporting each of the seven concepts to determine if there were significant differences between U.S. and California women superintendents. Probability values (*p* - values) were calculated for testing the hypothesis that differences in mean constraints for the U.S. and California superintendents were not the same.

Results

Demographic Comparisons

The U.S. survey was answered by 38% (n = 273) of the identified U. S. women superintendents and 54% (n = 103) of the identified California superintendents. Superintendents in both studies were similar in age (see Figure 2). Most U. S. respondents (87.5%) were between the ages of 40 and 59, with 31.5% being 50 to 54.

Most of the California respondents (83.5%) were also between the ages of 40 and 59, with the largest group (32%) being between 50 and 54.

Figure 2. Comparison of respondents by age

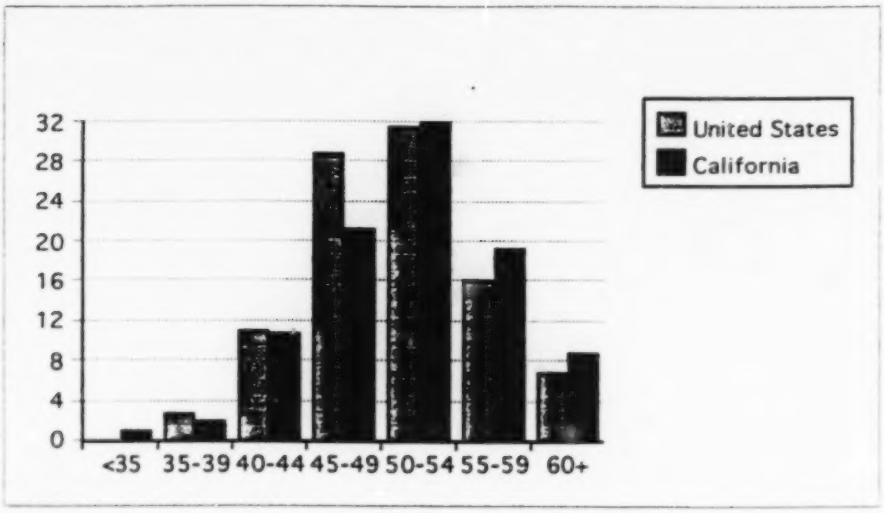
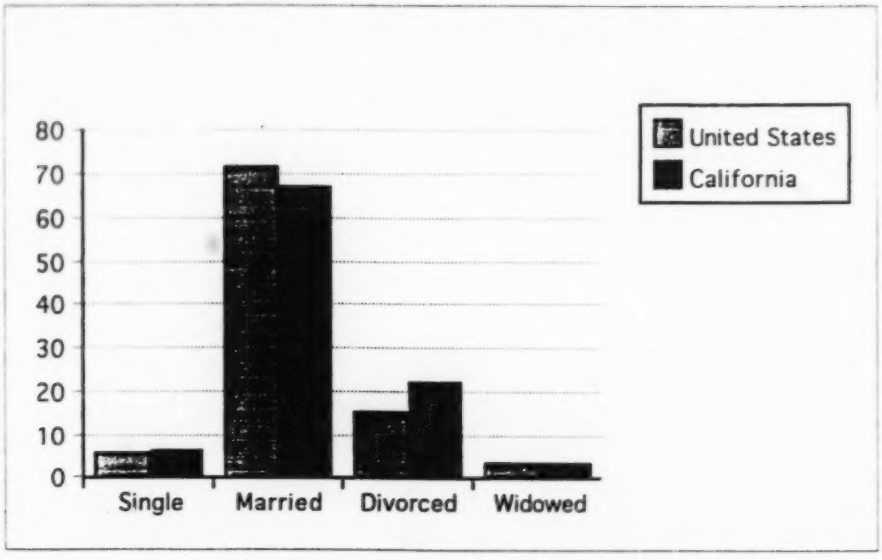


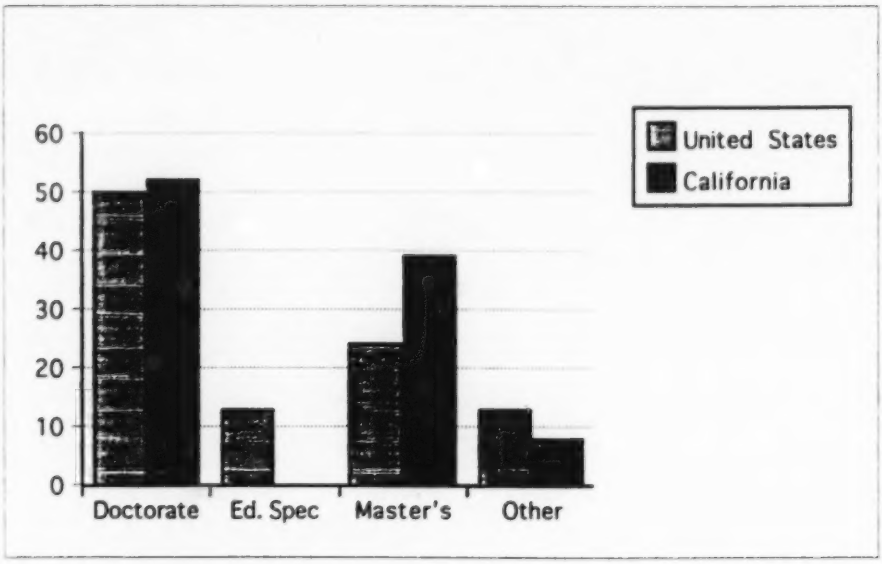
Figure 3. Comparison of respondents by marital status



Approximately 70% of the women in both groups were married (see Figure 3), 71.8% of the U. S. women, and 67% of the California women.

Fifty percent (n = 137) of the U. S. respondents and 52.4% (n = 54) of the California respondents had obtained their doctorates (see Figure 3). While 13% (n = 36) of U.S. respondents had a specialist degree, no one from California reported having a specialist degree. A lesser percentage, 24% (n = 66), of U. S. superintendents held a masters degree as compared to thirty-eight percent (n = 40) of California respondents (see Figure 4).

Figure 4. Comparison of respondents by academic degree



Comparison of data indicated much similarity in the demographic data collected in both of these studies of women superintendents (see Figures 2, 3, &4).

Comparison of Ranked Concepts.

The means of concepts on which the constraints were based, the mean sums of the five statements based on each concept, were also compared. Mean sums of concepts ranked by U. S. superintendents were rated higher, but the concepts, with one exception were ranked the same (see Table 1).

s Two sample t -values were calculated for each of the 35 paired constraints to determine if there were significant differences between the perceptions of the two groups of superintendents. The paired constraints that indicated significant differences between groups are reported (see Tables 2a, 2b, & 2c) in the three broad areas of the literature review: the role of the school superintendent (Concept 1), gender role of women (Concepts 2, 3, and 4), and women executives in organizations (Concepts 6, 7 and 8).

Role of the School Superintendent

For Concept 1 (see Table 2 a), concerning the male role of the superintendent, two constraints, numbers 4 and 5 were statistically significant at p = 02 , and p = .01, respectively. The mean constraints for:

" the belief that men are more able to work the long hours expected of a school district superintendent" (US = 1.86, CA = 1.58), and

"the belief that men are more physically able to handle the demands of the superintendency than are women" (U. S. = 1.88, CA = 1.57),

were significantly higher for U. S. women than for California women superintendents. California women were significantly less constrained by perceptions of women as physically unable to handle the demands of the superintendency.

Gender Roles of Women

Four constraints concerning gender roles showed significant differences between groups. For Concept 2 (see Table 2b), concerning societal attitudes regarding gender roles, only one of the five constraints was significant at$p$ = 01,

Table 1

Comparison of means of Concepts Ranked by U.S. and California Superintendents

Concept	US Rank (n=273)	CA Rank (n=103)
Concept 6: Organizational structures and processes serve to constrain career progress.	1	1
Concept 1: The role of the superintendent of schools has been historically, and is today, still perceived to be a masculine position.	2	2
Concept 7: When women executives comprise a small proportion of the value administrative body of an organization, the following stereotypical gender related assumptions may be made regarding their organizational behavior.	3	4
Concept 2: Societal attitudes regarding gender roles may serve to facilitate or constrain career expectations of women.	4	3
Concept 4: Gender role expectations can lead to self-imposed behaviors that serve to deter career advancement.	5	5
Concept 5: Stereotypical gender related attitudes and behaviors are expected of women in organizations.	6	6
Concept 3: Family routines, practices and attitudes regarding gender roles may serve to facilitate or constrain career expectations of women.	7	7

Table 2 a

Significant Differences in Ratings of Perceived Constraints by United States and California Superintendents for the Role of the School Superintendent

Concept Statement	US M	CA M	Diff.	t-	p-
Concept 1: Role As Masculine					
1.4. The belief that men are more able to work the long hours expected of a school district superintendent.	1.86	1.58	.28	2.11	.02
1.5. The belief that men are more physically able to handle the demands of the superintendency than are women.	1.88	1.57	.31	2.20	.01

Table 2 b

Comparison of Significant Differences in Ratings of Perceived Constraints by United States and California Superintendents for the Gender Role of Women

Concept Statement	US M	CA M	Diff.	*t*-	*p*-
Concept 2: Societal Attitudes					
2.2. The belief in our society that women are responsible for the care of children in families	2.18	1.85	.33	2.24	.01
Concept 3: Family Routines, Practices and Attitudes					
3.1. The belief in one's family that women are expected to be available for family activities	2.14	1.87	.27	1.69	.05
Concept 4: Gender Role Expectations					
4.1. The personal belief that women should put their families first; their careers second	2.34	2.01	.33	2.20	.01
4.2. The personal belief that mothers should take primary responsibility for the care and nurturing of children in the family	2.13	1.65	.48	3.34	.00

Table 2 c

Comparison of Significant Differences in Ratings of Perceived Constraints by United States and California Superintendents for Women Executives in Organizations

Concept Statement	US M	CA M	Diff.	*t*-	*p*-
Concept 5: Gender Stereotyping					
5.2. The belief that women lack self-confidence in their own judgment	1.88	1.66	.22	1.73	.04
Concept 6: Organizational Structures and Processes					
6.1. The difficulty women experience breaking into existing organizational networks	3.04	2.75	.29	1.90	.03
Concept 7: Small Proportion of Administration in Organization					
7.2. The belief that women lack an authoritative approach to getting the job done	2.29	1.99	.30	2.01	.02
7.3. The belief that women are not knowledgeable about or interested in building maintenance	2.30	2.01	.29	2.00	.02
7.5. The belief that women are not forceful spokespersons	2.05	1.69	.36	2.59	.00

"the belief in our society that women are responsible for the care of children in families" (U.S. = 2.18, CA = 1.85).

For Concept 3 (see Table 2 b), concerning family attitudes, routines, and practices influencing careers, only one of the five constraints was significant at $p = .05$,

"the belief in one's family that women are expected to be available for family activities" (U. S. = 2.14, CA = 1.87).

For Concept 4 (see Table 2 b), concerning gender expectations of self, two constraints, numbers 1 and 2, were statistically significant at $p = .01$, and $p = .00$ respectively,

"the personal belief that women should put their families first; their careers second" (U. S. = 2.34, CA = 2.01), and

"the personal belief that mothers should take primary responsibility for the care and nurturing of children in the family" (U. S. = 2.13, CA = 1.65).

California women showed significantly different perceptions about their responsibilities within families.

Women Executives in Organizations

For Concept 5 (see Table 2 c) concerning expectations of stereotypical gender related behaviors, one constraint was significant at $p = .04$,

"the belief that women lack confidence in their own judgment" (U. S. = 1.88, CA - 1.66) .

For Concept 6 (see Table 2c) concerning organizational structures and processes that affect career progress, only one constraint was significant at p = .03,

"the difficulty women experience breaking into existing organizational networks" (U. S. = 3.04, CA = 2.75).

Although this constraint had the highest mean rating given by both groups in the survey, the constraint was ranked significantly higher for U.S. women than for California women.

For Concept 7 (see Table 2 c) concerning gender assumptions when there are small numbers of women in organizations, three constraints, numbers 2, 3, and 5 were statistically significant at $p = .02$, $p = .02$, and $p = .00$ respectively. The constraints concerning beliefs that:

"women lack an authoritative approach to getting the job done" (U. S. = 2.29, CA = 1.99),

"women are not knowledgeable about or interested in building maintenance" (U. S. = 2.30, CA = 2.01), and

"women are not forceful spokespersons" (U. S. = 2.05, CA = 1.69)

were significantly higher for U. S. women than for California superintendents.

Concepts 5, 6, and 7 showed significant differences in 5 of the 15 constraints supporting those concepts. These concepts concerned the facilitation of women executives in organizational structures. Negative assumptions about women having confidence, breaking into existing networks, being authoritative, and knowledgeable about building maintenance are rated significantly lower by California superintendents.

Discussion

Similarities

Women in these surveys were demographically similar. The superintendents in the U. S. and in California recognized and rated constraints affecting their careers, ranking them from near 2 (slightly significant) to above 3 (moderately significant) on a five-point Likert scale. The ratings of the statements of constraint were similar. The ranked mean sums of the conceptual basis of the constraints were in almost the same order. There was similarity in the ratings of both the highest rated constraints and the lowest rated constraints. There were many similarities between the two groups of superintendents, but the significant differences concerning career constraints were also of interest.

Historical Male Role of the Superintendent

Two of the five constraints about the historical male role of the school superintendent concerned perceptions of greater physical stamina possessed by male superintendents. Significant differences about these constraints could indicate that: (a) California female superintendents may believe that those perceptions, while present, were not an important constraint, or (b) the greater numbers of women superintendents in California may have the effect of proving women as physically able as men to handle the job.

Gender Roles of Women

Four other paired constraints indicated significant differences between the two groups of superintendents concerning gender role expectations by society, family, and self concerning family responsibilities. The superintendents in both

groups are similar in age, and younger than those reported in the 1992 AASA report on superintendents (Glass, 1992). These significant differences may indicate that: (a) gender role expectations concerning families are not as problematic to California superintendents as U. S. superintendents, or (b) gender role expectations involving women and families are changing as greater numbers of women and younger women become superintendents. California superintendents appear to see less conflict between the role of wife, mother and superintendent.

Women Executives in Organizations

Five of the 15 constraints about women executives indicate significant differences between the two groups. These five constraints relate to negative assumptions concerning authority, forcefulness, confidence, and knowledge of building maintenance. This could indicate that: (a) California women do not consider these perceptions constraining, or (b) culture and norms of California school districts are more supportive of women administrators.

Summary and Conclusion

Although both groups of superintendents perceive constraints to their careers, the constraints are not perceived to be more than "moderately significant", as rated in this survey. They do have similar perceptions concerning: (a) the existence of constraints, (b) the nature or the strength of those constraints, and (c) the importance of the concepts on which the statements of constraints were based.

The significant differences in U. S. and California superintendents perceptions of eleven of the constraints are of interest because they appear to signal

possible changing perceptions of the female superintendent. These changing perceptions may be related to the fact that California may be more supportive of women administrators, or may be due to the fact that women occupy 18% of superintendencies in that state. Although 18% is not a "critical mass" (Naisbitt & Aburdene, 1990) , enough to change the view of women in the superintendency, the greater numbers of women superintendents may help to change the way women are perceived in the role. It may be another instance where women have gained, "...if not a majority, a substantial proportion of the previously male-dominated careers in the information and service industries, the jobs from which business and social leadership emerges," (Naisbitt & Aburdene, 1990, p. 224).

Further research is needed to investigate the emerging role of the increasing number of women superintendents of schools. Particular attention could be focused on these women in relation to the emerging female role of superintendent in school districts. Research could be designed to investigate the possibility of changing perceptions of women administrators in school districts, the possibility of changing perception of gender roles of these women, and the possibility of increased accommodation of women administrators within school districts. Structured interviews of a sample of US and California superintendents could be conducted based on the results of these two surveys. Shadowing of superintendent participants, matched by district similarities, could be conducted. Structured interviews of other district personnel in the matched districts could be used to triangulate the data.

The role of the superintendency may be changing as increasing numbers of women occupy that position. Gender expectations by society, families, and female administrators may also be changing to fit the realities of the responsibilities of the superintendency. As women become an increasingly large segment of district administrators, district bureaucracies may become more responsive to the talents that women bring to those positions. Additional studies may provide information about the emerging role of the female superintendent. Research may also provide departments of educational administration and leadership with better understanding of the capabilities and needs of the increasing numbers of women administrative students in their programs.

References

American Association for Employment in Education. (1996). Directory of public school systems in the United States. (22nd ed.). Evanston, IL: Author.

Bateson, M. C., (1990). Composing a Life. New York, NY: Penquin Books.

Belenky, M. F.; Clinchy, B. M.; Goldberger, N. R.; & Tarule, J. M. (1986). Women's ways of knowing: The development of self, voice, and mind. New York, NY: Basic Books, Inc.

Biklen, S. K. (1986). "I have always worked": Elementary schoolteaching as a career. Phi Delta Kappan, 67, 504-508.

Blumberg, A. (1985). The school superintendent: Living with conflict. New York, NY: Teachers College Press.

Burns, B. D. (1995). Female superintendents: A study in public schools in Missouri. Unpublished doctoral dissertation, University of Arkansas at Fayetteville.

California Public School Directory 1995. (1995). Sacramento, CA: Author.

Carpenter, M. D. (1994). A study of female superintendents of schools in Arkansas (women administrators). Unpublished doctoral dissertation, University of Arkansas at Fayetteville.

Carter, G. R. & Cunningham, W. G. (1997). The American school superintendent: Leading in an age of pressure. San Francisco, CA: Jossey Bass Publishers.

Dobberteen, K. W. (1996). Perceptions of women superintendents regarding their roles and career constraints: a comparative study. Unpublished doctoral dissertation, Northern Arizona University, Flagstaff, AR.

Epstein, C. F. (1991). Ways men and women lead. Harvard Business Review, 69(1), 150-160.

Faircloth, A. (1998). The class of '83. Fortune 138 (7), 126-130.

Fuchs, V. R. (1988). Women's quest for economic equality. Cambridge, MA: Harvard University Press.

Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.

Glass, T. (1992). The 1992 study of the American school superintendency. Arlington, VA: American Association of School Administrators.

Goodman, R. H., Fulbright, L., and Zimmerman, W. G. Jr. (1997). Getting there from here. Arlington, VA: Educational Research Service.

Grogan, M. (1994, April). Aspiring to the superintendency in the public school systems: Women's perspectives. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Grogan, M. (1996). Voices of women aspiring to the superintendency. Albany, NY: State University of New York Press.

Helgesen, S. (1990). The female advantage: Women's ways of leadership. New York, NY: Doubleday.

Helgesen, S. (1995). The web of inclusion. New York, NY: Doubleday.

Kanter, R. M. (1977). Men and women of the corporation. New York, NY: Basic Books, Inc.

Konnert, M. W., & Augenstein, J. J. (1990). The superintendency in the nineties: What superintendents and board members need to know. Lancaster, PA: Technomic Publishing Company.

Kouzes, J. M., & Posner, B. Z. (1993). Leadership practices inventory: A self-assessment and analysis. San Diego, CA: Pfeiffer & Co.

McCabe, D. H. (1991). Survey of influences on female superintendents' careers. Tampa, FL: University of South Florida.

McCabe, D. H. (1992). An examination of the perceptions of female superintendents of schools concerning constraints on their careers and the careers of other women administrators. Unpublished doctoral dissertation, University of South Florida, Tampa, FL.

McCabe, D. H. (1996). [National survey of female superintendents using the Survey of Influences on Female Superintendents Careers] Unpublished raw data.

Morley, L. & Walsh, V. (Eds.). (1995). Feminist Academics. London: Taylor & Francis.

Morris, B. (1998). Tales of the trailblazers. Fortune, 138(7), 106-122.

Naisbitt, J. & Aburdene, P. (1990). Megatrends 2000. New York, NY: Megatrends, Ltd.

Northcraft, G. B. & Gutek, B. A. (1993). Point-counterpoint: Discrimination against women in management--going, going, gone or going but never gone. In E. A. Fagenson (Eds.) Women in management (pp. 219-246). Newbury Park, CA: Sage Publications

Ortiz, F. I. (1982). Career patterns in education. South Hadley, MA: J. F. Bergin Publishers Books.

Powell, G. N. (1988). Women and men in management. Newbury Park, CA: Sage Publications.

Patterson, J. L., Purkey, S. C., & Parker, J. V. (1986). Productive school systems for a nonrational world. Alexandria, VA: Association for Supervision and Curriculum Development.

Senge, P. M. (1990). The fifth discipline: The art of practice the learning organization. New York, NY: Doubleday.

Shakeshaft, C. (1989). Women in educational administration. Newbury Park, CA: Sage Publications.

Snyder, T. D. (Ed.).(1989). Digest of educational statistics. Washington, DC: U.S. Government Printing Office.

Tannen, D. (1994). Talking from 9 to 5, women and men in the workplace: Language, sex and power. New York, NY: William Morrow and Co.

Wesson, L. H. & Grady, M. L. (1994). National study of women superintendents using the leadership practices inventory. A paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Wesson, L. H., & Grady, M. L. (1994). The leadership challenge: A national study of women superintendents. Paper presented at the annual meeting of The American Educational Research Association, New Orleans, LA.

Wheatley, M. J. (1992). Leadership and the new science: Learning about organizations from an orderly universe. San Francisco, CA: Berrett Koehler Publishers, Inc.

Whitaker, K. S., & Lane, K. (1990). Is a women's place in school administration? The School Administrator, 47(2), 8-19.

Appendix A

Constraints from SIFSC Survey

Listed below are the 35 constraints from Section V of the SIFSC survey that were rated by superintendents in the Survey of Influences of Female Superintendents' Careers (SIFSC). Directions for Section V reads "...The 35 items below represent conditions, beliefs, attitudes or suppositions about women in our society..." Superintendents are asked to rate them 1-5 on a Likert-type scale with end points of 1 = not at all significant, to 5 = extremely significant. The statements are listed here by concept, but are randomly listed in the SIFSC.

Concept 1: The role of the superintendent of schools has been historically, and is today, still perceived to be a masculine position.

1.1. The belief that men are more able than women to handle the political aspects of the superintendency.
1.2 The belief that women lack understanding of school district financing
1.3 The belief that men are more capable than women in union negotiations
1.4. The belief that men are able to work the long hours expected of a school district superintendent.
1.5 The belief that men are more physically able to handle the demands of the superintendency than are women.

Concept 2: Societal attitudes regarding gender roles may serve to facilitate or constrain career expectations of women.

2.1. The lack of encouragement in our society for women to be executives.
2.2. The belief in our society that women are responsible for the care of children in families.
2.3. The societal belief that women are to be nurturers.
2.4. The expectation in our society that women are to be supportive rather than authoritative.
2.5. The greater value placed by our society on graduate education for men than on graduate education for women.

Concept 3: Family routines, practices and attitudes regarding gender roles may serve to facilitate or constrain career expectations of women.

3.1. The belief in one's family that women are expected to be available for family activities.
3.2. The absence of career women as role models in one's family.
3.3. The expectation in one's own family that women become teachers, but not administrators.
3.4. The lack of encouragement in one's family to set lifetime career goals.
3.5. The lack of encouragement in one's family for higher education for women.

Appendix A

Constraints from SIFSC Survey

Concept 4. Gender role expectations can lead to self-imposed behaviors that serve to deter career advancement.

4.1. The personal belief that women should put their families first; their careers second.
4.2. The personal belief that mothers should take primary responsibility for the care and nurturing of children in the family.
4.3. The personal belief that women should consider their husbands' careers more important than their own.
4.4. The personal belief that mothers should stay home with young children.
4.5. The personal belief that women teach; men manage.

Concept 5. Stereotypical gender related attitudes and behaviors are expected of women in organizations.

5.1. The belief that women are not assertive.
5.2. The belief that women lack self-confidence in their own judgment.
5.3. The belief that women are not objective.
5.4. The belief that women do not keep information private.
5.5. The belief that women use their sexuality to get ahead.

Concept 6. Organizational structures and processes serve to constrain career progress.

6.1. The difficulty women experience breaking into existing organizational networks.
6.2. The lack of female role models within organizations.
6.3. The lack of organizational recruitment of women for appropriate training programs.
6.4. The lack of organizational encouragement for women to apply for administrative positions.
6.5. The lack of mentors available for you/other women within organizations.

Concept 7. When women executives comprise a small proportion of the administrative body of an organization, the following stereotypical gender related assumptions may be made regarding their organizational behavior.

7.1. The belief that women are not proficient in school business management.
7.2. The belief that women lack an authoritative approach to getting the job done.
7.3. The belief that women are not knowledgeable about or interested in building maintenance.
7.4. The belief that women lack career commitment.
7.5. The belief that women are not forceful spokespersons.